



Commission on Teacher Credentialing

Common Standards

Adopted June 2007

Effective July 1, 2008

Institutions/program sponsors with a site visit in 2007-08 may elect to use the newly adopted Common Standards (2007).

All initial program documents submitted on or after January 1, 2008 must address the newly adopted Common Standards (2007).

Common Standards reflect aspects of program quality that are the same for all credential programs, regardless of type of program. The institution/program sponsor must respond to each Common Standard by providing information and/or supporting documentation about the individual programs to be offered by the institution/program sponsor.

Standard 1: Educational Leadership

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks and provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service and unit accountability. All professional preparation programs are organized, governed, and coordinated with the active involvement of program faculty and relevant stakeholders. Unit leadership, with institutional support, creates effective strategies to achieve the needs of all programs and represents the interests of each program within the institution or program sponsor. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Standard 2: Unit and Program Evaluation System

The education unit implements an assessment system for ongoing program and unit evaluation and improvement. The system collects, analyzes and utilizes data on candidate and program completion performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, competence, and program effectiveness. Data are analyzed to identify patterns and trends that serve as the basis for programmatic and unit decision-making.

Standard 3: Resources

The institution or program sponsor provides the unit with the necessary budget, personnel, facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum development, instruction, field and clinical supervision, and assessment management. Library and digital media resources, information and communication technology resources, and support personnel are sufficient to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

Standard 4: Faculty

Qualified persons are hired and assigned to teach and supervise all courses and field experiences in each credential and certificate program. Faculty are knowledgeable in the content they teach, understand the context of public schooling, and model best professional practices in scholarship, service, teaching and learning. They are reflective of the diverse society and knowledgeable about cultural, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. Faculty collaborate regularly and systematically with colleagues in P-12 settings, faculty in other college or university units, and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution or program sponsor provides support for faculty development and recognizes and rewards outstanding teaching, regularly evaluates the performance of course instructors and field supervisors, and retains only those who are consistently effective.

Standard 5: Admissions

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness. Each individual has personal qualities and pre-professional experiences that suggest a strong potential for professional success and effectiveness.

Standard 6: Advice and Assistance

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist in their professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The unit provides support to candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Standard 7: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and regularly evaluate a planned sequence of field and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that they meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its school partners regarding the criteria for selection of school sites, effective clinical personnel and site-based supervising personnel. Fieldwork and clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching and learning and develop strategies for improving student learning.

Standard 8: Program Sponsor, District and University Field Experience Supervisors

Field supervisors provide systematic and continuing support for candidates. Based on identified criteria, field experience supervisors are carefully selected, knowledgeable and supportive of the academic content standards for students, trained in supervision, oriented to the supervisory role and evaluated in a systematic manner. Supervisory activities are evaluated and recognized. District-employed supervisors are certified and experienced in either teaching the specified content area(s) or performing the services authorized by the credential or certificate.

Standard 9: Assessment of Candidate Competence

Candidates preparing to serve as teachers and other professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the appropriate program standards.